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INDIAN CHILDREN'S PERCEPTION OF SEX-ROLES

by

© CYRIL MAURICE WALTERS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Indian Children's Perception of Sex-Roles" submitted by Cyril Maurice Walters in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

That educational material should be meaningful, relevant, and should relate to the life and interest of the reader is a proposition which has been made by writers. In the light of this suggestion, the investigator attempted to find out from the comments of a set of Indian children, whether they perceived a conflict of sex-roles for their real life situations in a group of ten pictures selected from social studies texts.

Three hypotheses were examined:

(i) The pupils at Valleyview will perceive the same amount of role conflict, as the pupils at Ponoka. (The Indian pupils at Ponoka were drawn from the Hobbema reserves; while those at Valleyview resided at the Sturgeon Lake reserve. Thus, the investigator sought to find out whether the subjects in the two schools would perceive a conflict of sex-roles in a group of ten pictures, and secondly, whether there would be a variation in the responses which indicated role conflict between the two aforementioned provincial schools).

(ii) Sex and grade level determine the amount of role conflict seen in the pictures.

(iii) The proportion of pictures eliciting role conflict would be significantly different from (chance) .5 (.05 level) for boys, girls, schools, (Valleyview and Ponoka) as well as the total sample

The random sample of fifty-two Indian children, was selected from the grades four and six classes of two provincial schools in Alberta, Canada. Data for the study were obtained through individualized oral interviews.

The analyses revealed the following findings:

(i) It was found that there was no significant relationship between role conflict and school. In other words, pupil performance at Valleyview and Ponoka was not significantly different. Both schools are integrated provincial schools. Could such an environment influence the performance of the pupils?

(ii) Although sex and grade level did not influence the amount of role conflict (no-role agreement) perceived in the pictures, it was found that when the responses of Grade VI girls were computed on a percentage basis, the percentages obtained (for grade VI girls) were not consistent with the rest of the sample. This difference in performance was not statistically significant, but at the same time, one may draw the following conclusions:

(a) These girls may be following a general sequential development of sex-identification regardless of cultural setting.

(b) Sex-role development for the boys may be sensory, motor and perceptual, whereas for the girls it may be conceptual.

(c) The process of acculturation may be operating among the girls.

(iii) It was found that the proportion of pictures (answers or responses were proportionate to the pictures) eliciting role conflict was significantly different (.05 level) from .5 (chance) for boys, girls, the two schools, as well as the total sample. These findings suggest that the sex-role interpretations which indicated role conflict, were not due to chance.

There is reason to believe that pictures should be carefully chosen by the teacher, in order to adequately portray experiences which would emphasize, as well as extend the child's experiences.

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CHAPTER I

THE PROBLEM

This study attempted to find out what comments Indian children made on selected pictures which portray sex-roles.

Several writers have indicated that culture influences one's perception. Spaulding [1955] in summary statements on what research has shown about the use of pictorial symbols in educational materials, points out that the content of an effective illustration must be related to the life, and interest of the reader. The idea that educational material should be meaningful, relevant, and should relate to the life and interest of the reader is further emphasized by Hudson [1967]. He states that what is pictorially meaningful at one level of acculturation, might be pictorially meaningless at another level of acculturation. Hudson [1967] further suggests that pictorial representation must be diversified until such time, when a common educative process would cause perceptual homogeneity to be reached. If the arguments of Hudson [1967] and Spaulding [1955] are to be accepted, then these statements would provide the requisite basis when attempts are made to examine the relevance of education for the Indian Child.

One specific aspect of such an edducational problem to the appropriateness of pictures used in the social studies programme. This problem is of importance when one considers further the idea that appropriate and effective pictures

enhance the learning process.

I. BACKGROUND OF THE STUDY

If as Renaud [1958] suggests, the psychological and historical aspects of the Indians' way of life are somewhat different from the way of life of the larger society, then it may be of educational value to find out what pictorial experiences, an essential ingredient of a highly urbanized society, hold for the Indian child. (The Blishen scale [1961] classifies the Indian children as belonging to the lower class.)

Michaelis [1963] suggests that the social studies, an area of instruction, should incorporate many pictures so that support can be given by way of supplementing various facets of the social studies programme - be it critical thinking or the mere recall of factual information. If as Bruner [1960] suggests, we teach the structure of a subject, then such an undertaking would evidently mean grounding the child in an understanding of basic concepts. Heidbreder [1948] and Michaelis [1968] suggest that concepts evolve more easily from pictured materials. Michaelis and Heidbreder have both stressed the importance of pictures.

This emphasis on sensory experiences seem to indicate, according to Vinacke [1951], that perception can be regarded as the first stage to concept formation. Vinacke [1951] seems to believe that a perception, abstraction, generaliza-

tion sequence is more common in children than in adults, and that in both children and adults perception overlaps with concept formation. These suggestions lend support to the ideas of Russell [1956] who suggests that teachers in the social studies should attempt to supplement verbal teaching with pictures.

Stutz [1947] states that the job of teaching the social studies can be rather effective if we use effectively available visual materials. Ralph and Marion Brown [1965] have raised some interesting questions about visual aids designed to encourage pupils to explore social studies materials to gain new ideas, concepts, and skills. Some of these questions are:

(i) Do pictures depict real life situations?

(ii) Do pictures have an educational aim?

(iii) Do pictures clarify concepts?

The foregoing discussion has developed the argument which supports the idea that pictures are one of the chief means of enlivening instruction as well as bringing reality to the classroom. Is this reality meaningful to the Indian child? Do pictures depict sex-roles in the way the Indian child perceives such a role?

The Cultural Background of the Indian Child

The Family

This term refers to the basic unit of social organization . Thus in this study, both the extended and the western nuclear types are relevant.

According to Merton Newman [1967], the family structure of the Indian family still seems to show the female in a subservient position. It is the opinion of Newman [1967] that the female role is clearly defined.

Newman [1967] further believes that some drastic changes have occurred in the role of the male. In the past, according to Newman [1967], it was felt that the man should be the provider for the family's needs. It was expected that the man should be accompanied by male children on his hunting trips; on such trips the young ones were afforded the opportunity to learn their future roles and occupations. Newman believes that today most of the reserves males are unemployed. Such a situation seems to have denied the male the opportunity of being the provider in the family.

Hawthorn, Belshaw, and Jameison [1958] in a description of a contemporary Indian family suggest that the conjugal family is the social unit. Although there may be variations, many of these family units seem to fall within the western pattern. It is the feeling of the authors that old values may have continued, but an impressive number of new rules and attitudes seem to have been incorporated into the Indian culture.

A report carried in The Globe and Mail [1968] about economic conditions prevailing among Indians seems to suggest a certain amount of economic deprivation and poverty. Renaud [1958] suggests that such environmental conditions would seem to preclude the Indian child from having living and learning experiences that are similar to the average urban child. One can therefore point out that if the child is exposed to a different cultural system, he will have a different value orientation.

Values

In this study, values are seen as certain conceptions of the desirable . Such conceptions are influenced by the particular cultural milieu.

Deutsch [1967] in a discussion of the pioneer child points out that the pioneer child did not have many play things, but he had a more active responsibility to his environment. This difference in environment and interests, would, according to Renaud [1958], cause the mind of the child to be fitted with a different set of ideas, associations, and explanations. Anastasi [1949:49] further elaborates on this view of cultural differences when she writes:

> The experiences of people living in different cultures may vary in such a way as to lead to different perceptual responses which lend different meanings to their actions, stimulate the development of different interests, and furnish diverse ideals and standards of behaviour.

An attempt has been made in this section to point out

the different cultural background of the Indian child: a background that would influence the child's attitudes, values, and his general perception of the world. If pictures are to be related to the life and interest of the reader, then a case for a diversified set of pictures has been put. If pictures should depicit real life situations, then the needs of the Indian child should be considered.

II. PURPOSE OF THE STUDY

The purpose of the study was to find out what comments Indian children made on a set of ten pictures which show sex-roles. Brown [1958], Bieliauskas [1960], and Lansky [1964] have reported that sex-role identification is influenced by culture. If the Indian child has his own culture, it is possible to assume that cultural influences would determine the pattern of socialization in the Indian Child's environment, thereby influencing his sex-role identification.

III. HYPOTHESES

1. Substantive Hypothesis

(a) The pupils at Valleyview (grades four and six) perceive the same amount of role conflict in the pictures as the pupils at Ponoka (grades four and six).

(b) Null Hypothesis. There is no significant relationship between role conflict and: (i) school
(ii) grade
(iii) sex

2. Substantive Hypothesis

(a) Sex and grade level determine the amount of role conflict seen in the picture.

(b) Null Hypothesis. There is no significant interaction between sex and grade level on the role conflict dimension.

3. Substantive Hypothesis

(a) The proportion of pictures eliciting role conflict would be significantly different from chance for boys, girls, schools (Valleyview and Ponoka) as well as for the total sample.

(b) Null Hypothesis. The proportion of pictures eliciting role conflict is not significantly different (.05 level) from .5 for: (i) boys
(ii) girls
(iii) Ponoka
(iv) Valleyview
(v) Total sample

IV. DEFINITION OF TERMS

Perception. The subject's ability to explain the various concepts seen in a picture.

Role Agreement. The subject states that the person seen in the picture is performing his or her role.

No-Role Agreement. The subject states that the person seen in the picture is not performing his or her correct role.

Sex-Role. The performance of duties and rights that the culture designates as being appropriate for one's sex.

North American Indian. This term is used here to include Treaty Indian, Non-Treaty Indian, as well as Métis.

Culture. The attitudes, values, judgments and conduct of a particular set of people. This definition also includes the symbolic and material products of the resulting conventional (accepted) patterns of behaviour.

Socialization. Learning the attitudes, habits, skills and social standards of judgment through one's relationships with others.

V. DESIGN OF THE STUDY

The medium of sex-roles, was used to determine the appropriateness of a set of ten pictures. This number was arrived at after a pilot study was conducted. In this (pilot) study five pictures were used to portray the following roles:

(i) Male (adult) in apparent female (adult) role (1 picture).

(ii) Female (adult) in apparent male (adult) role (1 picture).

(iii) Male parental role (1 picture).

(iv) Female parental role (1 picture).

(v) Role of siblings (1 picture).

It was thought, following the pilot study, that two pictures could be used to portray a sex-role. Such a decision is in some ways based upon the method used in the Roschach tests, whereby the subject is given ten cards.

Individualized oral interviews were conducted (pilot and main study). All answers to the questions were tape recorded to avoid any form of written answer, because it was thought that the child who had reading and spelling difficulties may encounter problems. The answers received were later typed in order to facilitate scoring. Responses were categorized to form three groups - role agreement, no role agreement, and other responses. If the sex-role shown in a picture conflicted with the child's perception of the sex-role, the answer given by the child was categorized as role conflict. If, on the other hand, the answer given by the child was in agreement with the roles shown in the picture, such an answer was categorized as role agreement. The third category "other responses" was set up for answers which may not fall into the two categories mentioned earlier. One point was awarded for an answer which was categorized as role agreement or no role agreement. Points were not awarded for answers that were categorized as "other responses". Ten points were awarded for the ten pictures.

A chi-square procedure was used to test the first hypothesis, two-way analysis of variance to test the second hypothesis, and the tests of significance for proportions was used to test the third hypothesis.

Fifty-two Indian children were chosen for the study. These children were drawn from the Ponoka Elementary School, Ponoka, and St. Stephen's Catholic School at Valleyview.

VI. QUESTIONS TO BE ANSWERED

1. Would the Indian child perceive a conflict of roles in the set of pictures?
2. Would sex, grade level, and school influence the responses of the child to the set of pictures?

VII. SIGNIFICANCE OF THE STUDY

If the study establishes the evidence that the roles seen in the pictures do conflict with the Indian children's perception of the said roles, then consideration ought to be given to the idea that pictures have different meanings for different cultural groups.

Consideration would have to be given to the fact as to whether failure to comprehend the picture as desired by the author of the material would hinder the child's reading habits.

Teachers in the lower grades may become more aware of the manner in which certain roles are perceived. In the earlier grades much attention is given to the study of the family. If the results indicate that Indian children's perception of sex-roles do deviate from those shown in the pictures, then teachers, especially those who teach in an integrated setting, may have to present two views of sex-roles when an attempt is being made to discuss the family.

VIII. SUMMARY

In this chapter, an attempt was made to introduce the problem to be dealt with in this study. This problem is concerned with the appropriateness of a set of ten pictures which could be used in a social studies programme. Arguments have been put forth to support the view that cultural factors would influence the Indian child's identification of sex-roles To answer this argument the investigator considered the following: hypotheses, definition of terms, design of the study questions to be answered, and the significance of the study. The review of the literature in Chapter II further develops the idea that one's perception of reality (which includes sex-roles) is due to socialization practices which are in keeping with one's way of life.

IX. ORGANIZATION OF THE STUDY

Chapter II	A review of the related research.
Chapter III	The design of the study.
Chapter IV	Analysis of data.
Chapter V	Analysis and discussion of the responses to each picture.
Chapter VI	Summary, conclusions, implications, and suggestions for further research.

CHAPTER II

A REVIEW OF THE RESEARCH

The theory that sexual identification is influenced by the culture, suggests that the Indian child may perceive sex-roles in a manner that is peculiar to his own culture, due to cultural influences which determine the pattern of socialization. Thus, the review of the literature attempts to throw further light upon the socialization process, and upon the cultural factors which influence one's perception.

I. CULTURAL FACTORS AND PERCEPTION

Perception of Physionomic Similarities

That human perception is culturally influenced, is a proposition that has long been entertained by many social scientists. The often cited classic report (e.g., Klineberg, 1935; Sherif, 1936; Child, 1950; Dennis, 1951) is that of Malinowski [1923; 1924] who has had an intimate experience in the Trobriand Islands. It deals with the perception of resemblance between parents and children, and among children in the same family. Malinowski shows that even the perception of resemblance is affected by culture.

Segall, Campbell, and Herskovitts [1966] in their critique of Malinowski's work suggest that in all cultures, some persons have a definite, vivid, and spontaneous perception, of physical similarity between persons. Furthermore, we can

anticipate that culturally conditioned expectations might contribute to a perceptual end product in ways in which the perceiver is unaware, with the result being a culturally influenced difference in the perception of similarity.

A complicated but culturally uniform pattern of such perceptions was found by Malinowski. The Trobriand Islanders perceive children to look like their fathers but not like their mothers. This perceptual pattern impressed Malinowski. The society was a matrilineal one. Mother and child were regarded as "blood" relatives; but the father and child were excluded from such a relationship.

Questions among several which one can ask are: (1) Did cultural taboos prevent these people from seeing similarities between mother and child, or between brother and brother?; (2) Did cultural prohibitions lead people to lie in denying similarities that they actually perceived quite clearly? Malinowski does report strong cultural norms about this. Despite the constraints on verbal expression, Malinowski suggests that the actual perceptions did follow a cultural pattern.

As to whether we can ever demonstrate that people in one culture perceive differently from those in another culture is a question raised by Child [1950], the philosopher. In Malinowski's case one has to consider two sorts of evidence. On the one hand Malinowski gives an estimation of honesty, sincerity, and surprise among well-known informants whom he questioned and challenged. On the other hand, Malinowski and

his informants agreed as to which similarities were most striking. This was done within the confines of culturally approved relationships. The information Malinowski obtained was enough to convince him that he was successfully communicating on physiognomic similarity. On these bases, it is therefore possible for Malinowski to conclude that Trobrianders perceive differently. This cultural difference in perception is further supported by Hallowell.

Hallowell's [1942] field work among the Salteauz Ojibwa lead him to the conclusion that culture influences the individual's perception of the world. He further suggests that cultural variables are inevitably constituents of human perception. Hallowell [1951] bases his conclusions upon the data gathered from the interpretation of the ambiguous test. The effects of cultural variables upon human perception is also borne out by Thouless and Hudson.

Perception of Depth in Two and Three Dimensional Pictures

Despite criticisms levelled at the work of Thouless, who in 1933 argued that oriental artists see objects in a manner much further from the principles of perspective than do the majority of Europeans, used in the study his discovery of significant difference in scores on a simple laboratory test provides a striking example of a cultural difference in perceptual tendency.

Hudson's [1960] findings suggest that genuine perceptual differences can result from culturally mediated experiences.

In summing up his findings in relation to two dimensional subjects, with high education and intelligence, Hudson [1962] states that in a cultural group which has the normal range of intelligence, high educational qualifications, but is isolated from the dominant cultural norm, pictorial depth perception would be closely related to intellecutal endowment or educational achievement. What Hudson was trying to point out was not the question of intelligence, but rather cultural influence.

Environmental influences are seen by Ferguson [1956] and MacArthur as factors which cause the pattern of abilities to be stabilized over time. Ferguson [1954] suggests that cultural influences prescribe what should be learnt and at what age. Different cultural environments can lead to the development of different patterns of abilities at different ages.

Hudson [1967] recognizes the formative effect of culture upon effective capacity, and notes that differences of performance have been observed in peripheral fields, such as pictorial perception. One possible implication would indicate that cultural factors play a considerable role in the formation of mental patterns.

MacArthur [1968:43] writes:

> "One aspect of human adaptation of interest to cognitive psychology concerns the mental abilities various peoples have developed in adapting to their own natural and cultural environments. Another aspect concerns the potential of various peoples to develop abilities likely to be useful in adapting to a more technological way of life".

MacArthur [1967:1] further elaborates on this point of

view, when he discusses the rationale underlying his studies. He writes:

> "...abilities are conceptualized as organized in hierarchy from relatively specific abilities at the bottom to general intellectual ability at the top; resembling the models of Vernon and Gagne. The development of these abilities takes place through a sort of cumulative transfer as innate pre-dispositions interact with environmental conditions along lines suggested by Hebb and Piaget. Since environmental conditions may differ considerably from one culture to another, so may the patterning and nature of abilities at all levels of the hierarchy as suggested by Ferguson and Biesheuvel".

Hebb [1949] and Piaget [1964] who are cited by McArthur [1968] both emphasize the importance of sensory-motor and perceptual associations of early childhood, which form the essential bases of all cognitive abilities. He cites Bruner [1966], who notes that cognitive growth is due to the process of internalizing ways of acting, imaging, and symbolizing from the culture. Such a process would suggest according to Bruner that different cultures would have different effects in the development of one's abilities.

MacArthur supports his arguments from his studies of various white, Indian-Metis, and Eskimo groups in Canada. Ferguson referred to findings which illustrated the differentiation of ability patterns in terms of environmental differences.

Perception of Pictorial Representation

The effects of environmental differences have also been noted by McClean. In his discussion of the findings of a health poster campaign in Nigeria, he comments on the appro-

priateness of pictures designed in a Western manner. These posters which had employed an economy of presentation were not understood. Holmes [1967] discovered that subjects had perceptual difficulties with health posters when he studied samples of urban youth and women in Kenya. His findings showed that the amount of detail in a picture influenced comprehension. Too much, or too little detail, reduced the effectiveness of the pictures. People of a limited education gave a literal meaning to pictorial symbols.

Fronseca and Kearl[1960] pointed out that age and education were the principal factors affecting the comprehension of pictorial symbols. Their findings on pictorial detail, recognition of familiar objects, and realism of representation were similar to those of Spaulding. Spaulding [1961] discovered in Costa Rica, and Mexico, that illustrations had no didactic value, and might even prove a distraction, if its content had not been presented in a way which related to the past experience of the viewer.

The foregoing section has focussed attention upon the importance of cultural factors upon one's perception. Segall, Campbell and Herskovitts [1966] regard the basic process of perception as being the same for all mankind. The contents of perception differ because they reflect different perceptual inference habits.

As McArthur [1968] suggests natural and cultural environments have influenced the development of the mental abilities of various peoples. It is therefore possible according to

Hudson [1967] that the formative effect of culture could result in differences of performance in peripheral fields such as pictoral perception. Socio-cultural factors influence the socialization process. The following section discusses sex-role shifts due to socialization.

II. SEX-ROLE SHIFTS DUE TO SOCIALIZATION

Parsons [1964] states that sex-roles constitute a basic axis of differentiation of status within a society. Mead [1968] notes that the differences and the similarities in the bodies of human beings form the basis on which all our learnings about our sex, and our relationship to the other sex are built. Mead seems to justify these ideas from her study of seven South Sea cultures when she states that their basic learnings are the same as our basic learnings. It is her feelings that in every known society, mankind has elaborated the biological division of labour into forms often remotely related to the original biological differences that provided the original. These statements lend support to the idea that sex-differences and the attitudes such differences engender may vary from society to society.

Mead explains the inevitability of such a phenomenon, when she suggests that the culture within which we live shapes and limits our imaginations. It permits us to do, to think, and to feel in certain ways. It makes it increasingly unlikely or impossible that we should think or feel in ways that are

contradictory or tangential to the ways, in which we have been brought up.

Thus in the West, differences between the sexes are forced homethrough differences in occupation, dress, and priviledges. It is Mead's hypothesis that certain human traits have been socially specialized as the appropriate attitudes and behaviour of only one sex, while other human traits have been specialized for the opposite sex. This social specialization is then rationalized into a theory that socially decreed behaviour is natural for one sex and unnatural for the other.

Elkin [1967] states that if one is to co-operate in society, it is necessary that one knows the status and role of others as well as one's self. Role for Parsons [1955] includes not only a knowledge of the expected behaviour, but also culturally appropriate values and feelings. Elkin attempts to set two limitations in his consideration of role relationships. He thinks that in a complex society expectations of behaviour for a particular status may become ambiguous. Mead [1968] goes further when she suggests that in western society there is a large number of different patterns of decreed behaviour for each sex that obtain in different national and regional groups. Confusions in behaviour that arise are in turn transmitted to the children. The result is a society in which hardly anyone doubts the existence of a different "natural" behaviour for the sexes, but no one is very sure what that natural behaviour is.

Thus, a lack of role consensus and diversities of role

application may be limiting factors in a consideration of role relationships. To complement what Elkin is saying, Foa [1964] states that to become socialized is to differentiate among the various roles. Furthermore, Elkin [1967] points out that as the child becomes socialized, the organization of his behaviour becomes increasingly complex; also he observes that in order for the child to learn appropriate behaviour, and to internalize status expectations, the child must be adequately matured. Through interaction with other people socialized behaviour is learnt. The child becomes increasingly aware of statuses and roles, and thus, accordingly recognizes his images, feelings and conduct.

Elkin [1967] seems to think that emotional attachments underlie the motivation to learn. He sees role theory as something that focusses on the cognitive and emotional aspects of interaction in a patterned society. Thus, he assumes that if significant others are socialized, these significant others would in turn become socializing agents.

Elkin [1967:31] says:

> The first person in the child's world is his mother or some maternal figure. First dependent on her for care, he becomes attached to her in her own right. Following the child small group come those of child and father, sibling unit and family then teachers... larger groups such as the neighbourhood, school, religion and nation.

Parsons [1964] believes that socialization should be interpreted within the framework of psycho-sexual development. Elkin stresses emotional attachments. Both approaches seem to emphasize different aspects of the same problem. For

Parsons [1964] psycho-sexual development is punctured by a discontinuity of the social process. He regards this discovery of Freud as being of crucial significance for socialization. Such discontinuity ought to arise, because each phase of development requires an extensive re-organization of the personality system.

The Anal Phase

Elkin [1967] describes the anal phase as the period when the child tends to interact with the mother. Parsons [1964] states that when Freud analyzed the oedipal problem, he pointed out that the role of the father caused both son and daughter, to renounce attendant dependency and erotic gratification. Mead [1968], in a discussion of the oedipus complex, suggests that the solution of this problem depends a great deal on the way in which a boy or a girl accepts primary sex membership. The growing child in any society is confronted by individuals - adults, adolescents, and children, who are classified by his society into two groups, males and females, in terms of their most conspicious sex characteristics.

She feels that because primary sex differences are of enormous importance, because such differences shape the child's experience of the world. She is of the opinion that due to their own bodies, and the responses of others to their sex membership, most children take maleness and femaleness as their first identification of themselves. But once this identification is made, the growing child begins to compare

himself not only in physique, but even more importantly in impulse and interest with those about him - running, leaping and shooting arrows are not for girls. In short, the child experiencing himself is forced to reject such parts of its biological inheritance, which conflicts sharply with the sex-stereotype of its culture.

In 1967, Elkin in a further description of this period, states that the child behaves in the way the parents do or wish, because he believes their ideas are right. Also, the super-ego becomes relevant in the socialization process, when the standards of behaviour accord with the group of which the child is a member, and the larger society as a whole. In role theory terms, it seems that Elkin feels the child develops a self, and views his own feelings, and behaviour from an external position. It is therefore likely that social patterns are unlikely to be learnt unless they are gratifying. According to Elkin [1967] there is the assumption in Freud's psychoanalytic theory that the mechanisms of behaviour are the same for all human beings, and thus, the difference between the normal and the abnormal is only a matter of degree. It is therefore possible according to Elkin, that in a culture some of the behaviour patterns that the child may learn are characteristic of the lay culture. These behaviour patterns may also be unique for a particular family.

Development of Self Concept

Bieliauskas [1965] suggests that a special feature of the

self-concept "who am I", and sexual identification is that both are learned from the child's environment. He feels that children learn early the roles of boys and girls. As the children grow older, through overt behaviour, they are able to distinguish between male and female role, and could demonstrate this knowledge through action.

Mead [1961] in a description of the seven South Sea cultures she studied, states that small boys and girls grow up together with parents of both sexes always before their eyes as models. Boys know they are boys by their bodies, their names, and the little skill they learn. Girls know they are girls by their bodies, their names, and the little carrying bags that their mothers place on their heads. In western culture, boys learn to behave like boys, and girls are encouraged to act like girls. For example, boys are told "Don't act like a girl".

8-12 Year Olds Perception of Sex-Role Differences

Hartley and Hardesty [1964] report that children eight to eleven years old perceive a clear-cut difference in sex-roles. Sex-role activities in childhood seem to parallel traditional male-female activities at the adult level.

Bieliauskas [1960] studied developmental patterns in sexual identification via children's drawings of the human figure. Results of the study indicate that members of each sex as a rule prefer to draw persons of their own sex. This tendency increased with age, particularly after the age of nine. Girls showed preference for this identification after

the age of six, whereas boys show a preference at about the age of nine. After the age of twelve the tendency for girls to draw same sex figures is reduced.

One possible implication could be that some confusion exists in the identification of sex-roles. The probable reduction of the girl's tendency to draw female figures at age twelve, may be attributed to the fact that girls begin at the aforementioned age to experience themselves more consciously in the female role than ever before.

Brown [1958] referred to similar findings, and suggests that such results provide support for the theory that sexual identification is influenced by the culture. Lansky [1964] reports that sex-role identification (as measured by masculinity and feminity scales) tends to depend on the predominance of males or females in the family.

The study done by Veneer [1966] indicates that the supposedly accurate identification of sex linkage and pattern of preference, attest to the early age at which children anticipate adult roles. Overall [1963] has suggested a masculinity-feminity scale for Ruder's Preference Record. Research seems to indicate that individuals taking these tests consciously or unconsciously attend to activities that discriminate between male and female. One possible implication of these changes is that times change and as a result interests may change.

Latency Period

Parsons [1964] states that the cognitive frame of reference relates to sex categorization - that is the learning of sex-roles. According to Parsons, one of the critical processes of growing up is the internalization of one's sex-roles. Elkin [1967] sees the learning of sex-roles as being directly related to the social system. One's constitutional bi-sexuality has the great advantage of helping one to categorize as the social system prescribes.

During the period of childhood, according to Parsons [1955], children become independent of their families and start to associate with other children. During this period, there is the tendency for the sexes to segregate. According to Mead [1968] the latency period occurs in all known societies. On the one hand, it may reinforce the individual's self-categorization by sex, through creating a solidarity transcending the family, between persons of the same sex.

On the other hand, the individual having become a member of a group takes the first step in defining himself as a person, and as a member of a group.

The Genital Phase

For Elkin [1967] at the genital phase, the child has to cope with re-awakened sexual impulses. Parsons [1955] feels that the salient feature of adolescence is the temporary repression of erotic dependency. The new post-adolescence role assumption would be the specification of a generalized sex-role

type which had to be learned before specification could occur.

Some Sub-Cultural and Cross-Cultural Patterns of Sex-Role Differentiation

In a paper presented to the Catholic International Congress of Medical Psychology, Bieliauskas [1963] suggests that sexual differences depend upon cultural interpretation, and the particular phase of history in which one lives.

Thomas [1965] also hypothesizes that the learning of sex-roles would be different in the deprived person's sub-culture from that observed in the white middle class culture; sex-role behaviour of non-deprived children living in the integrated neighbourhoods, and closely associated with white families, will not differ from the role behaviour in white children.

The study demonstrates that there is no significant difference in a variety of sex-role behaviours between a group of non-deprived white children and other children.

D'Andrade [1962] found that five-to-fourteen year old deprived youths without fathers experienced unusual difficulty in differentiating between male and female roles. Thus boys and girls without fathers described themselves in considerably more masculine terms than do girls from whole families. Lott and Lott [1963], in an investigation of high school students in the United States, reported far sharper differences between the sexes among white than black children in their values. This occurred primarily because the children revealed interests

generally associated with males.

Studies by Bach [1946], Lynn and Sawrey [1959], Sears and Pintler [1946], Sears [1951] and Statz [1954], indicate that white American boys whose father left them during World War II, and Norwegian boys whose sailor fathers shipped out to sea for years at a time, all experienced similar problems. Lynn and Lawrey [1959] elaborated on this problem when they reported that eight and nine year old boys whose fathers were absent from home showed the tendency to put self-representative dolls in a crib rather than in a bed.

Minuchin [1965] indicated and supported the hypothesis that unequivocal commitment to one's own sex-role was more characteristic of children from traditional backgrounds. Whiting [1963] reports that in Mexico, after an early childhood period of undifferentiated activities among siblings, clear-cut differences in the socialization of males and females appeared with explicit clarity at certain periods. There is therefore some indication that this period of childhood emphasizes the roles of boys and girls.

Sex-Role Changes in the Family

Hsu [1965] has suggested that a culture is characterized by a family role which is predominant. The husband-wife role in western culture, the father-son role in Chinese culture, and the mother-brother role in the culture of black Africa. Hsu sees the dominant role as being more specialized, more differentiated, less similar, and thus, less correlated with

the other ones. One possible reconsideration could be given to the viewing of masculinity and feminity not as competitive characteristics, but as complimentary personality traits.

Elkin [1967], from his personal observations supported by the results of pilot studies, imply that some women who engage in so called "male" occupations, may be aware of the need to remain feminine. Parsons [1964] suggests that the home has become a specialized agency, and as a result it has lost its economic functions. Both mother and grandmother have been freed to some extent for other functions, due to changes in child rearing practices.

Not because the sexes have different values they tend to be different, but being socialized to assume different roles, they do organize their common value heritage differently. In recent years considerable discussion has been fostered concerning the changing patterns in sex-roles and the ambiguity of sex-role models. According to Mead [1968], the changing economic position of the women has resulted in the woman being in a confused state - that of real position in the household, and the one to which she has been trained. One can pose the question as to whether some sex-role confusion is, or, is not a part of the middle class culture. Although Mead [1964] suggests that men are being pulled more and more into domestic roles.

III. SUMMARY

In this chapter, the results of various studies have been marshalled to point out the powerful influence of a person's culture, on the shaping of his abilities; abilities which tend to influence perception of the world. In the words of Mead [1961; 1968], cultural factors limit and shpae our imagination. It has also been suggested by Parsons [1955, 1964], Mead [1961, 1968], and Elkin [1967] using different theoretical positions, that one's status, and one's role, induce culturally appropriate values and feelings. Such values and feelings tend to be determined by the socialization process. Mead [1961] ably sums up the learning of attitudes towards the other sex, when she states that in traditional societies, culturally determined behavior which is appropriate for one sex, is inappropriate for another sex.

CHAPTER III

THE DESIGN OF THE STUDY

In this chapter, the design of the study is outlined. This design includes the following: the sample, test pilot study, testing instruments, principles of scoring responses, and the treatment of the data.

I. THE SAMPLE

The subjects for this study were chosen from the combined population of all grades four and six Indian children attending Provincial and Federal Government schools in Alberta. It was first proposed that the study should embrace both white and Indian children. As a result, attention was given to those schools which had a large number of white and Indian children.

A list of all schools serving both white and Indian children was obtained prior to the decision that the study be confined merely to Indian children. Letters (see Appendix A) in which the nature and purpose of the study were outlined, were sent to the above mentioned schools, in order to ascertain among other things, the number of children (white and Indian) at the grades four and six level.

Terman and Merrill [1937]; Shaffer [1930]; and Gates [1923] have noted that the ability to interpret pictures increases with age. Shaffer suggests that between the ages of twelve and fifteen there is a sharp increase in such an

ability. On this basis, it was thought that children at the grade four level would be approaching the age when they would be able to interpret pictures.

Grade six was chosen because it is the terminal grade in the elementary school. Thus, it was felt that one can compare pupil responses at the two grade levels (grades four and six). Also, it would be possible to see whether pupil responses remained the same or changed in later grades (four and six). The grade five level, it was felt, would not provide a long enough time span (after grade four) for one to note changes in pupil performance. Thus, grades four and six were chosen.

Follow up letters were sent to those schools which had the required numbers of white and Indian children. St. Stephen's Catholic School, Valleyview, and the Ponoka Elementary School, Ponoka were selected from the list of schools. The study was now confined to Indian children because it was thought it might be possible to compare the performances of children living on the reserve with those living off the reserve. This idea was later abandoned because it was discovered that only a few Indian children lived off the reserve.

The sample for the study comprised of fifty-two subjects drawn from the two aforementioned schools. Twenty-eight subjects were selected from the Ponoka Elementary School, Ponoka, this number included boys and girls drawn from grades four and six. Twenty-four subjects (including boys and girls) drawn from grades four and six were selected from St. Stephen's Catholic School, Valleyview. Teacher tests from both schools

revealed that the reading level of the subjects was average for their respective grades.

II. EXPERIMENTAL TEST INSTRUCTION

This test comprised of a set of ten pictures portraying sex-roles (see Appendix B). The test was designed to investigate the appropriateness of certain textbook pictures which could be used in a social studies programme. The test was constructed along two dimensions, that of role agreement, and no-role agreement (role conflict).

If a subject, when shown a picture, gives a response which indicates that the roles shown in the pictures conflicts with his (the subject's) perception of the particular sex-role, then such a response would be categorized as no-role agreement. If, on the other hand, the role shown in the picture is in agreement with the child's perception of the particular sex-role, then the response to such a role would be categorized as role agreement. A third dimension was to cater for responses which could not be categorized as either no-role agreement (role conflict) or role agreement.

Description of Materials Used

The pictorial representations consisted of ten pictures depicting various activities related to sex-roles. These pictures were divided into groups of two. Thus, two pictures represented one group (see Appendix B). This decision

was based on the results of the pilot study.

The final breakdown was as follows:

(i) Male (adult) in apparent female (adult) role (2 pictures).

(ii) Female (adult) in apparent male (adult) role (2 pictures).

(iii) Male parental role (2 pictures).

(iv) Female parental role (2 pictures).

(v) Role of siblings (2 pictures).

III. PILOT STUDY

A pilot study was carried out during January, 1969, to determine the suitability of the test instrument, appropriateness of questioning techniques, methods of scoring responses, as well as the amount of time required for the administration of the interview.

Our Lady of Peace Catholic School, Japser Place, was selected for this study due to the number of Indian children who attend this school. Three white and three Indian children comprised the sample for the study.

The following rating scale was used: (a) Role Conflict; (b) Role Agreement; (c) Other Responses. In this study, 5 pictures were used to match each of the following roles:

(i) Male (adult) in apparent female (adult) role.

(ii) Female (adult) in apparent male (adult) role.

(a) Male (adult) in apparent female (adult) role.
(b) Female (adult) in apparent male (adult0 role.
(c) Male parental role.
(d) Female parental role.
(e) Role of siblings.

Interviews were conducted on an individualized basis. Each interview lasted about twenty minutes. The pictures were introduced individually, and while the subject was viewing the picture, the following questions were asked:

(i) What do you see in the picture?

(ii) What is the man doing?

(iii) What is familiar or unfamiliar about what the man is doing?

The word "man" in question (ii) and (iii) was changed and the appropriate word substituted whenever the picture applied to a woman.

Responses were categorized according to the previously mentioned rating scale. One point was awarded to a response that fitted into either the category of role conflict or role agreement.

On the basis of the findings of the pilot study, it was decided to increase the number of pictures from five to ten. Such a decision is in some ways based upon the method used in the Roschach tests, whereby the subject is given ten cards. A fourth question was added to the list of questions. This question read as follows: Could you see yourself in the picture doing these things, if you were a man, or woman, boy or girl? It was thought that such a question might cause the girl child to relate himself to the picture.

IV. SCORING PROCEDURE

The responses of the subjects were categorized as follows: (i) Role Conflict; (ii) Role Agreement; (iii) Other Responses. The third category, "Other Responses" was introduced just in case a subject responded with an irrelevant answer, (giving a mere description of a picture) or did not even bother to give an answer. The idea of using two main categories for the grouping of responses is to some extent based on the ideas of Hudson [1960], who, when he attempted to determine depth perception among white and black subjects, used a two way classification to group responses - 3 dimension or 2 dimension.

V. VALIDATION OF TEST MATERIALS

Hudson [1960 and 1962], Fonseca and Kearl [1960], Winter [1963], and Deregowski [1968] are some of the researchers who have used pictures in cross-cultural studies. These researchers have been concerned with the basic problem of communication - how much message the medium conveys, and how much meaning the subject could get from the pictures. All but one of the previously mentioned researchers included children in their studies.

The pictures used in this study were taken from text books that could be used in the social studies programme.

Sex-roles were used as a vehicle to determine the appropriateness of the pictures. Brown [1958], Rosenberg and Sutton-Smith [1959], Thomas [1965] and D'Andrade [1958] have

all indicated that sex-role identification is influenced by the culture. It is therefore possible that certain sex-roles shown in the pictures may conflict with the Indian child's perception of such a rule, if we assume that the Indian child comes from another culture, which has a different pattern of socialization and child rearing practices.

VI. THE INTERVIEW

In his writings on the interview method, Kerlinger [1964:160] states:

> The most important use of interviews should be to study relations and to test hypotheses... the products of interviews, respondents' answers to carefully contrived questions can be translated into measures of psychological variables. Interviews and interview schedules are therefore subject to the same criteria of reliability, validity, and objectivity as any other measuring instrument.... An interview can be used as the main instrument of the research....

In the research, the interview was used as one of the main instruments. Interviews which lasted approximately eighteen minutes were conducted on an individualized basis. The pictures were arranged into five sets. These pictures were presented individually to the subject. While the subject was looking at the picture the aforementioned questions were asked.

VII. DATA COLLECTION

Data for this study were collected during the second and third week of 1969. The subject's responses to the ten

pictures were obtained through individualized interviews. The average time for an interview was eighteen minutes. A room was provided at both schools to facilitate the interview. The investigator and the subject were the only two persons present in the room during the interview. All subjects were seated and made to feel at ease before the interview started. The responses to the questions were tape recorded. These responses were later typed in order to facilitate scoring.

VIII. ADMINISTRATION

Subjects were asked the following questions while viewing the pictures (criteria for the selection of the questions were based on similar type questions which Hudson employed in 1962).

(i) What do you see in the picture?

(ii) What is the man doing?

(iii) What is familiar or unfamiliar about what the man is doing?

(iv) Could you see yourself in the picture doing these things if you were a man or woman, boy or girl?

(v) If I were to make another picture what would be the things you would like to see happening in the picture?

The last question was asked only at Ponoka, because the investigator thought of it after he had completed interviews at Valleyview. It was felt that this question would further elaborate on the answer given to question four.

The word "man" in questions (ii), (iii) and (iv) was

changed and the appropriate word substituted, whenever the relevant picture was introduced. Responses to the pictures were placed as follows: (a) Role Agreement; (b) No-Role Agreement; (c) Other Responses.

The scoring for this study was similar to that of the aforementioned pilot study. In this case, a score of ten points (a point for each picture) could be obtained by a subject. A subject could obtain four points on role agreement and six points on no-role agreement or vice-versa. Points were not awarded for irrelevant answers. Thus if a subject gave two irrelevant answers this subject could only obtain eight points rather than the maximum ten points. For example, his final score would be five points or four for role agreement and three points or four points for no-role agreement. Each subject had two scores, one score for role agreement, and another score for no-role agreement. It was also possible for a subject to obtain ten points for no-role agreement, or ten points for role agreement. Two university students (the investigator's wife and another student) were the judges asked to rate the answers, an interjudge reliability of .92 was obtained on the Arrington scale.

IX. TREATMENT OF DATA

The test scores for each child were punched on data cards and processed through the computer facilities of the Division of Educational Research, Faculty of Education of the University

of Alberta, Edmonton.

In the analysis of the data to test the first hypothesis which attempts to determine whether there is a significant relationship between role conflict and: (a) school; (b) sex and (c) grade, chi-square was used.

For the second hypothesis which attempts to determine whether there is a significant interaction between sex and grade level on the no-role agreement (role conflict) dimension, a two way analysis of variance was done.

The tests of significance of proportions were used for the last hypothesis which attempts to determine whether the proportion of pictures eliciting role conflict is significantly different from .05 (chance) for: (a) boys; (b) girls; (c) Ponoka; (d) Valleyview and (e) total sample.

X. SUMMARY

The design of the study has been discussed in this chapter. A sample of 52 children, drawn from two provincial schools, was included in the study. Ten pictures portraying sex-roles formed the test that was used. The test was designed to investigate the appropriateness of the set of ten pictures. The data obtained from the test was statistically analyzed by computer programmes using two-way analysis of variance, tests of the significance of proportions, and a chi-square procedure. Chapter IV contains the findings revealed by these analyses.

CHAPTER IV

THE FINDINGS OF THE STUDY

This chapter contains the findings of the investigation revealed by the statistical analyses of the data obtained from the pupils' verbal responses to a set of ten pictures portraying sex-roles. The results are discussed in terms of the treatments and findings for each of the three hypotheses contained in the study.

I. THE RESULTS OF THE STATISTICAL ANALYSES USED TO TEST THE FIRST HYPOTHESIS

The first hypothesis stated that there is no significant relationship between role conflict and between: (a) school; (b) sex and (c) grade. Results of the statistical analyses to test this hypothesis will be discussed under the following three headings: (a) school; (b) sex and (c) grade. Schools were examined because it was thought that one should determine whether or not role conflict increased or decreased in the school environment.

School

There is no significant relationship between role conflict and school. The results for the test of this hypothesis are shown in Table I. Inspection of the table shows that the null

TABLE I

COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES FOR ROLE AGREEMENT AND NO ROLE AGREEMENT SCORES FOR VALLEYVIEW AND PONOKA

School	No Role Agreement	Role Agreement	Total
Ponoka	Expected 159.9	Expected 120.1	Expected 280
	Observed 162	Observed 118	Observed 280
Valleyview	Expected 137.1	Expected 102.9	Expected 240
	Observed 135	Observed 105	Observed 240
Total	Expected 297	Expected 223	Expected 520
	Observed 297	Observed 223	Observed 520

$\chi^2 = 0.139$ not significant at .01.

hypothesis was sustained. By using a chi-square procedure, it was possible to determine whether the differences between the observed and theoretical frequencies were significant. When chi-square was calculated, an answer of 0.139 was obtained. With 2 degrees of freedom this answer was not significant.

Sex

There is no significant relationship between role conflict and sex. The results for the test of this hypothesis are in Table II. Inspection of this table shows that the null hypothesis was sustained. By using a chi-square it was possible to determine whether the differences between the theoretical and observed frequencies were significant. When chi-square was calculated an answer of 0.411 was obtained. With two degrees of freedom this answer was not significant.

Grade

There is no significant relationship between role conflict and grade. The results for the test of this hypothesis are given in Table III. When chi-square was calculated, a result of 1.32 was obtained. With two degrees of freedom, this answer falls short of significance at the .05 level. This evidence is insufficient to warrant rejection of the null hypothesis.

The results for hypothesis one shows that no significant differences exists between theoretical and observed frequencies

TABLE II

COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES FOR ROLE AGREEMENT AND NO ROLE AGREEMENT SCORES FOR BOYS AND GIRLS

Sex		No Role Agreement	Role Agreement	Total
Boys	Expected	131.4	98.6	230
Girls	Observed	135	95	230
Boys	Expected	165.6	124.4	290
Girls	Observed	135	128	290
Total	Expected	297	223	520
	Observed	297	223	520

$\chi^2 = 0.411$ not significant at .01.

TABLE III

COMPARISON OF OBSERVED AND EXPECTED FREQUENCIES FOR ROLE AGREEMENT AND NO ROLE AGREEMENT SCORES FOR GRADES FOUR AND SIX

Grade	No Role Agreement	Role Agreement	Total
IV	Expected 148.5	Expected 111.5	Expected 260
	Observed 155	Observed 105	Observed 260
VI	Expected 148.5	Expected 111.5	Expected 260
	Observed 142	Observed 118	Observed 260
Total	Expected 297	Expected 223	Expected 520
	Observed 297	Observed 223	Observed 520

$\chi^2 = 1.32$ not significant for .01.

for the schools, sex, and grades. The correspondence between the observed and expected frequencies for: (a) school; (b) sex; (c) grades is close. The values of χ^2 are 0.139, 0.411, and 1.32, hence no grounds exist for rejecting the null hypothesis. The data lend confirmation to the hypothesis, that the pupils at Valleyview, (grades four and six) will perceive the same amount of role conflict as the pupils at Ponoka (grades four and six).

II. THE RESULTS OF THE STATISTICAL ANALYSES USED TO TEST THE SECOND HYPOTHESIS

The second hypothesis stated that there was no significant interaction between sex and grade on the no-role agreement dimension.

As shown in Table IV the "F" ratio of 1.664 suggests that the differences between the mean scores were not significant. This support of the null hypothesis sustains the theory that sex and grade level would not influence the amount of role conflict pupils see in the pictures. Also, these results show that pupil performance does not change significantly across the grades. Although the performance of grade VI girls varied slightly from grade IV girls.

TABLE IV

SUMMARY OF ANALYSIS OF VARIANCE ON ROLE CONFLICT DIMENSION WHEN CONSIDERING THE VARIABLES OF SEX AND GRADE LEVEL

Source	S.S.	D.F.	M.S.	F Ratio
Grade	.382983	1	0.382983	1.664
Sex	.110415	48	0.230023	

III. THE RESULTS OF THE STATISTICAL ANALYSES USED TO TEST THE THIRD HYPOTHESES

The third hypothesis stated that the proportion of pictures eliciting role conflict are not significantly different (.05 level) from .5 for: (a) boys; (b) girls; (c) Ponoka; (d) Valleyview; (e) total sample.

The tests of significance of proportions were used to challenge the validity of this hypothesis. The .5 level, according to Kerlinger [1964:151], signifies '...the expected frequency on an indifference hypothesis would, of course, be 50/50, the result to be expected by chance....' This level was used to determine whether the differences between the said proportions of pictures which elicited role conflict for: (a) boys; (b) girls; (c) Ponoka; (d) Valleyview, and (e) the total sample were significant. The null hypothesis was rejected. Results for this hypothesis will be discussed in the following five parts: (a) boys; (b) girls; (c) Ponoka; (d) Valleyview, and (e) total sample.

Boys

Sixty-two percent of the answers for all the boys in the sample indicated role conflict (no role agreement). The results for tests of significance shown in Table V indicates that the difference between the proportions .50 and .62 gave a "Z" value of 5.634 which is significant at the .01 level. Thus, this part of the null hypothesis was rejected.

TABLE V

DIFFERENCE BETWEEN THE PROPORTION .50 AND THE PROPORTION .62

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values	
1	10	500	625	1000	1000	.500	.625	.563	*5.63

* Significant at the .01 level.

TABLE VI

DIFFERENCES BETWEEN THE PROPORTIONS .50 AND THE TWO PROPORTIONS .60

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values	
1	2	500	600	1000	1000	.500	.600	.550	*4.49
1	8	500	600	1000	1000	.500	.600	.550	*4.49

* Significant at the .01 level.

Sixty percent of the answers for grade four boys at Valleyview and Ponoka signified role conflict. The results in Table VI shows that a "Z" value of 4.49 was obtained. This result is significant at the .01 level.

In Table VII it can be seen that "Z" values of 3.72, and 4.49 respectively, were obtained from the results of the tests for grade six boys at Ponoka and Valleyview. The "Z" values are both significant at the .01 level.

Girls

About fifty-five percent of the answers for all the girls in the total sample indicated role conflict. A "Z" value of 2.37 as shown in Table VIII was obtained. This result is significant at the .05 level. Thus, this part of the null hypothesis was rejected.

Table IX shows the results of the tests for grade six girls at Ponoka and Valleyview. Fifty-two percent of the former answers and forty-eight percent of the latter answers indicated role conflict. "Z" values of 1.18 for Ponoka girls, and .76 for Valleyview girls, were obtained from the tests. These values were not significant.

"Z" values of 4.49 and 4.90 were obtained as the results of the "tests" for grade four girls at Valleyview and Ponoka respectively. For Valleyview girls, it was 60% for role conflict, for Ponoka it was 60.9% for role conflict. Both of the "Z" values were significant at the .01 level (see Table X).

TABLE VII

DIFFERENCES BETWEEN THE PROPORTION .50 AND THE PROPORTIONS .58 AND .60

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values	
1	4	500	583	1000	1000	.500	.583	.541	*3.72
1	9	500	600	1000	1000	.500	.600	.550	*4.49

* Significant at the .01 level.

TABLE VIII

DIFFERENCE BETWEEN THE PROPORTION .50 AND THE PROPORTION .55

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values	
1	11	500	553	1000	1000	.500	.553	.526	*2.37

*Significant at the .05 level.

TABLE IX

DIFFERENCES BETWEEN THE PROPORTION .50 AND THE PROPORTIONS .52 AND .48

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values	
1	5	500	525	1000	1000	.500	.525	.512	*1.18
1	6	500	483	1000	1000	.500	.483	.491	*0.76

* Not significant at .01 or .05 levels.

TABLE X

DIFFERENCES BETWEEN THE PROPORTION .50 AND THE PROPORTIONS .60 AND .609

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values
1	8	500	600	.500	.500	.600	.550	*4.49
1	3	500	609	.500	.500	.609	.554	*4.90

* Significant at the .01 level.

Ponoka

The overall performance for Ponoka shown in Table XI, incidates that fifty-seven percent of the responses signified role conflict. A "Z" value of 3.49 was obtained from the tests. This value was significant at the .01 level. This part of the null hypothesis was rejected.

Valleyview

Fifty-six percent of the responses for Valleyview indicated role-conflict. A "Z" value of 2.82 was obtained from the "tests". This value was significant at the .05 level. Thus, this part of the null hypothesis was rejected (see Table XII).

Total Sample

The overall performance for the total sample showed that 57% of the anwers signified role conflict. A "Z" value of 3.22 was obtained as the results from the tests. This value was significant at the .01 level (see Table XIII).

"Z" values of 5.63, 2.37, 3.49, 2.82, and 3.22 were obtained as the results of the tests of significance of proportions for: (a) boys; (b) girls; (c) Ponoka; (d) Valleyview, and (e) total sample. These results suggest that in the set of ten pictures, the proportion of pictures which elicited role conflict was not due to chance.

TABLE XI

DIFFERENCE BETWEEN THE PROPORTION .50 AND THE PROPORTION .578

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values
1	16	500	578	1000	.500	.578	.539	*3.49

* Significant at the .01 level.

TABLE XII

DIFFERENCE BETWEEN THE PROPORTION .50 AND THE PROPORTION .56

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values
1	17	500	563	1000	.500	.563	.531	*2.82

* Significant at the .05 level.

TABLE XIII

DIFFERENCE BETWEEN THE PROPORTION .50 AND THE PROPORTION .572

Sample	No.	No. of Resp.	Total No.		P_1	P_2	P	"Z" Values	
1	18	500	572	1000	1000	.500	.572	.536	*3.22

*Significant at the .01 level.

IV. SUMMARY OF FINDINGS

Statistical analysis of the data produced the following findings:

1. There is no significant relationship between role conflict and school. In other words, the percentage of answers which indicated role conflict or no-role agreement was not significantly different for the two schools.
2. Sex and grade level did not significantly influence the amount of role conflict the pupils perceived in the pictures.
3. The proportion of pictures eliciting role conflict (no-role agreement) was significantly different from chance for: (a) boys; (b) girls; (c) Ponoka; (d) Valleyview, and (e) total sample.

CHAPTER V

AN ANALYSIS OF THE REACTIONS TO THE PICTURES

This Chapter contains the analysis and discussion of performances on a percentage basis of each of the ten pictures used in the study. There is also an overall discussion of role conflicts as seen by the subjects.

I. PICTURE I: A MAN IS WORKING ALONG WITH FOUR WOMEN IN A BAKERY (SEE APPENDIX B, FIGURE 1)

<u>This Picture Portrays a Male in an Apparent Female Role</u>

The following question was asked at Ponoka, because the investigator thought about it only after he had finished interviewing subjects at Valleyview. Furthermore, it was thought that such a question would elicit a very comprehensive answer from the subject. If I were to make a new picture, what are some of the things you would like to see happening in the picture? The phrase "in a new picture" would therefore appear from time to time in some of the comments.

Eleven year old girl - Grade VI. "...People are working in a factory, they are making pastry, in a new picture, I would like to see all women...it is a woman's job..."

Eleven year old boy - Grade VI. "...they are making

bread and crackers, there is a man pulling a tray, five ladies... no the man should not be working with the ladies... ladies should do that work and the men should do something else..."

Ten year old grade IV boy "...the four women are baking stuff... like donuts. In the new picture, a man should not be with the women, a man's job is construction... some men can do that type of job... it's a woman's job.

The percentages in Table XIV indicate that boys at the grades four and six level showed a slight change in performances across the grades, whereas the girls have shown a greater change across the grades.

The picture portrays a man working alongside women. He is supposed to be doing a female job. Newman [1967] suggests that housekeeping is still considered an essential part of the Indian woman's duties. One can therefore speculate that the boys may have had such a consideration in mind, because the nature of the activity protrayed in the picture permits one to relate such an activity to cooking. Hartley and Hardesty [1968] note that girls around the age of twelve show more heightened sexual awareness. Newman [1967] further suggests that the role of the male on the reserve is changing. Could these factors influence the answers of the grade six girls? Is it therefore possible that the reserve male is now seen in a new light by the women folk? One may further ask, how much effect has the mass media (which may portray an egalitarian middle class family within which male and female

TABLE XIV

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE I: MALE IN APPARENT FEMALE ROLE)

	Boys	Girls
Grade IV	84.52%	76.92%
Grade VI	81.82%	46.7%
Grades Combined	83.3%	61.81%
Total Boys and Girls	72.51%	

roles might not be clearly defined) on grade six girls?

II. PICTURE II: IT'S A DUTCH FESTIVAL AND A MAN, TWO WOMEN AND A GIRL ARE SHOWN SWEEPING THE STREET

(SEE APPENDIX B, FIGURE 2)

This Picture Portrays a Male in an Apparent Female Role

Thirteen year old grade VI boy "...they are cleaning the street... they are Dutch people... men and women should be working in the picture... if the women cannot lift things then the men will do it..."

Ten year old grade IV girl "...people are cleaning up the street... the child is trying to help... sometimes the father can help the ladies do their jobs instead of reading the newspapers... the man should be also doing the job..."

The percentages in Table XV indicate that the performances for boys and girls across the grades were about the same level. One would tend to believe, that sweeping would closely approximate to an activity, which would be regarded as being "woman's work". The comments seem to indicate that the activity is being performed outdoors, as a result, a man's help may be needed, if there is any heavy work to be done, such as lifting heavy objects. The comments seem to point to the fact that heavy jobs ought to be done by men. Is this a customary practice?

TABLE XV

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE II: MALE IN APPARENT FEMALE ROLE)

	Boys	Girls
Grade IV	44.4%	41.18%
Grade VI	36.36%	33.33%
Grades Combined	40.38%	37.26%
Total Boys and Girls	38.82%	

III. PICTURE III: A WOMAN MILKING A COW

(SEE APPENDIX B, FIGURE 3)

This Picture Portrays a Female in an Apparent Male Role

This picture drew the following comments:

Ten year old grade four girl "...the girl is milking the cow... both a woman and a man's job, because its on a farm..."

Eleven year old grade four boy "...a lady is milking the cow... the woman should do the job because the cow might have dust on its tits and the man might not know what to do..."

Eleven year old grade six girl "...the woman is milking a cow... it is a man's job, the woman should feed the chickens.

A few of the subjects had experiences with farms, hence they tended to see this activity as being quite normal for a woman to perform. This chore is an outdoor activity, hence the main source of conflict appears to be that this activity being an outdoor one, should be performed by a man. On the whole, the girls saw more role conflict than the boys. As shown in Table XVI, there is a considerable reduction in the percentage of responses of grade six boys on the role conflict dimension. Do these boys (grade six) see this role as being part of the woman's round of domestic duties? Do the girls (grade VI) resent seeing the soman in such a role?

TABLE XVI

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE III: FEMALE IN AN APPARENT MALE ROLE)

	Boys	Girls
Grade IV	88.9%	76.47%
Grade VI	45.45%	60%
Grades Combined	67.28%	68.24%
Total Boys and Girls	67.76%	

IV. PICTURE IV: A WOMAN RAKING LEAVES - A BOY IS STANDING NEARBY LOOKING AT HER (SEE APPENDIX B, FIGURE 4)

This Picture Shows a Female in Apparent Male Role

The following are some of the comments:

Ten year old grade four girl "...this is autumn and the woman is raking the leaves off the lawn, boy is just watching "her" mother, the boy should be raking the yard and the mother should be inside cleaning up the house..."

Eleven year old grade four boy "...the lady is raking up the lawn, she should not do that job because she might do it wrong... the boy should rake up the leaves..."

Thirteen year old grade six girl "...the woman is raking the leaves... they should both do the raking... it is both a man and a woman's job..."

The percentages in Table XVII indicate that boys and girls performed consistently across the two grades. The performance of the girls raises the question as to whether the process of acculturation is working at a faster rate among the girls than the boys. Although 76.47% of the responses of grade four girls, and 73.33% of the responses of grade six girls indicated role conflict, the remaining answers which indicated role agreement seem to suggest that it was possible for a man or woman to participate in such a role. As shown in Table XVII the answers of the boys do suggest that a woman should not perform the particular role. The activity illust-

TABLE XVII

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE IV: FEMALE IN APPARENT MALE ROLE)

	Boys	Girls
Grade IV	88.9%	76.47%
Grade VI	90.91%	73.33%
Grades Combined	89.9%	74.9%
Total Boys and Girls	82.4%	

rated in the picture is an outdoor one. It seems as though activities such as the raking of leaves are only performed by boys and men.

V. PICTURE V: A CAKE-MAKING SCENE - THERE ARE A MOTHER, HER TWO SONS, AND A DAUGHTER, WHO SEEMS TO BE ENTERING THE ROOM

(SEE APPENDIX B, FIGURE 7)

This Picture Shows the Female Parental Role

The following comments are some of the responses to this picture.

Ten year old grade four boy "...the lady is putting icing on the cake... it is the little girl and the lady's work to bake the cake".

Eleven year old grade six boy "...the woman is spraying the cake with icing... the boy is licking the bowl with his fingers... the woman and the girl should be there, the boys should be playing outside.

Ten year old grade four girl "...I see a mother baking a cake... this picture should remain as it is, the girl should be assisting... boys should be helping the mother... mother may need some flour or sugar, and a boy might pass it to her..."

The overall comments seem to give the general impression that the girl should play a more active part in the cake-making operations. As indicated in Table XVIII, the responses of

TABLE XVIII

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE V: FEMALE PARENTAL ROLE)

	Boys	Girls
Grade IV	88.9%	76.5%
Grade VI	100%	80%
Grades Combined	95%	78.22%
Total Boys and Girls	86.35%	

the boys, particularly at the grade VI level reflects the feeling that boys should not play a part in such an undertaking. The responses seem to indicate that the boys should be engaged in other activities. On the other hand, although the percentage for the girls on the role conflict dimension are 76.5% at the grade IV level, and 80% at the grade VI level, there seems to be the trend among the minority who did not see a conflict in roles that a boy can play an active part in cake making operations.

VI. PICTURE VI: THE FAMILY IS AT A PICNIC - THE SON ASSISTS THE MOTHER AT THE FIRE: THE DAUGHTER FIXES THE TABLE: AND THE FATHER COLLECTS WOOD FOR THE FIRE

(SEE APPENDIX B, FIGURE 8)

This Picture Shows the Female Parental Role

Ten year old grade four boy "...the boy can help mother do what they are doing... they are camping... the boy should be making the camp fire... he can help mother if she tells him to..."

Eleven year old grade six girl: "They are going camping and the mother is making something for them to eat... boys should not be helping mother because it is a girl's job to help mother to make food for the family... the boy's should be bringing wood to make the fire, while mother and girl are cooking".

Thirteen year old grade six girl "...the girl is setting the table and the mother is making the meat... the boy is helping her... the boy should help the mother".

The responses to this picture, gives the overall indication, that the boy should be of some help to the mother in the performance of her household duties. It appears that such assistance should not result in a direct usurpation of the girl's job. The performance across the grades (see Table XIX) seems consistent. There is a sharp drop in the percentage of responses that indicate role conflict for both sexes at the grade six level. The performances of the girls seem to follow an established pattern, whereby they tend to exhibit egalitarian tendencies. One can glean from their answers that they may be seeing the possibility of the boy assisting his mother in the performance of her duties. Newman [1967] suggests that the Indian boy on the reserve is no longer taken on hunting trips with his father. Is it therefore possible that the role of the boy in the household may be changing?

VII. PICTURE VII: THE FAMILY IS AT DINNER AND THE FATHER RISES TO SPEAK TO HIS SON WHO HAS ENTERED THE ROOM

(SEE APPENDIX B, FIGURE 5)

This Picture Shows the Male Parental Role

The following comments were recorded:

Eleven year old grade six girl "...they are eating, the

TABLE XIX

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE VI: FEMALE PARENTAL ROLE)

	Boys	Girls
Grade IV	55.5%	52.94%
Grade VI	27.27%	26.27%
Grades Combined	41.39%	39.8%
Total Boys and Girls	36.54%	

father is scolding the boy... in a new picture I would like to see a man scolding the boy... the man should scold the girl too... the man is supposed to look after the family and scold the children, the man is supposed to punish them".

Thirteen year old grade four boy "...the man is talking to the boy and he is looking down. The woman would talk to him more kindly, but the father would get mad..."

Responses to this picture, seem to reveal, that the father as head of the household should be shown respect by sons in particular. There is the suggestion, that his firmness in handling situations would allow him to gain respect from the children of both sexes. As shown on VII, the overall percentage of 38.64 on the role conflict dimension, seem to lend support to the idea expressed by the subjects in their comments on this picture, that the father is expected to counsel sons, and the mother to counsel daughters. The responses of the grade VI girls (see Table XX) seem to forcefully bear this idea out.

VIII. PICTURE VIII: A FATHER TALKING TO HIS DAUGHTER

(SEE APPENDIX B, FIGURE 6)

<u>This Picture Shows the Male Parental Role</u>

The following are some of the comments:

Thirteen year old grade six girl "...a man is talking to his daughter...in a new picture, I would like to see a

TABLE XX

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE VII: MALE PARENTAL ROLE)

	Boys	Girls
Grade IV	55.5%	35.3%
Grade VI	36.36%	26.67%
Grades Combined	45.43%	30.99%
Total Boys and Girls	38.46%	

woman talking to the girl, because she would tell her about facts..."

Ten year old grade four girl "...the girl's father is talking to the girl... the mother should talk to the girl... women and girls talk together... men and boys are supposed to talk together".

Ten year old grade four girl "...the man is talking to the girl... I would like the picture as it is. Children listen to a man more than they would listen to a mother".

From the comments received on this picture, it seems the father in the family is expected to talk to, or to counsel sons, and the mother is to counsel or talk to the daughters. The percentages in Table XXI indicate a conflict of sex-roles. This evidence lends support to the idea that mothers are expected to counsel daughters. This idea is even more noticeable at the grade six level, because the responses for both boys and girls indicate a higher degree of role conflict. On the other hand, the idea emerges from the answers which denote role conflict, that both the father and the mother can counsel or talk to their daughters.

IX. PICTURE IX: GIRLS WORKING IN A WORKSHOP

(SEE APPENDIX B, FIGURE 9)

<u>This Picture Portrays Sibling Roles</u>

The following comments were recorded:

Eleven year old grade six boy "...the girls are not

TABLE XXI

PERCENTAGE OF RESPONSES FOR ROLE CONFLICT

(PICTURE VIII: MALE PARENTAL ROLE)

	Boys	Girls
Grade IV	55.5%	64.48%
Grade VI	72.73%	67.7%
Grades Combined	64.12%	66.09%
Total Boys and Girls	65.05%	

supposed to be working there, there are supposed to be the men working there... it is a man's job because women do not know how to hold a hammer - only some do... she might drop the hammer on her foot and she might have to put bandages on it..."

Ten year old grade four boy "....this is not a woman's job because it is hard... women do not use hammers like these do... they should be doing a woman's job rather than doing this..."

Ten year old grade four girl "...the girls are working in a workshop... I think men should be in the picture because men usually do the heavy jobs".

This picture drew a hundred per cent response (see Table XX11) which indicates, that the work in the picture is not appropriate for girls. From the comments, one can conclude that the use of hammers and other tools should be solely confined to men. It is felt that the use of such tools entails 'heavy' jobs which should be exclusively performed by men. Furthermore, there is the suggestion, that the girls' inability or lack of knowledge in the use of hammers, would cause them to hurt themselves.

TABLE XXII

RESPONSES FOR ROLE CONFLICT

(PICTURE IX: ROLE OF SIBLINGS)

	Boys	Girls
Grade IV	100%	100%
Grade VI	100%	100%
Total Boys and Girls	100%	

X. PICTURE X: A GIRL IS DUSTING FURNITURE AND A BOY IS RAKING LEAVES (SEE APPENDIX B, FIGURE 10)

This Picture Portrays Sibling Roles

The following are some of the comments:

Thirteen year old grade six boy "... the little girl is helping her mother in the house, and the little boy is helping his dad outside... the girl should not do the boy's job and the boy should not do the girl's job..."

Eleven year old grade four girl "...the boy is raking leaves and the girl should not do the boy's job, nor the boys do the girl's job... girls are made to work inside and boys are made to work outside."

Eleven year old grade VI girl "...a little girl is dusting furniture... boy is raking leaves... the girl should not do what the boy is doing... boy should not do what the girl is doing... girl's job is to dust furniture and boy's job is to rake leaves."

This picture drew a hundred percent response (see Table XXIII) for no role conflict. The comments suggest that the subjects did not perceive a conflict between the two roles. It is likely that the subjects might have perceived conflict between the two roles if there was an interchange of roles. Nevertheless, it seems as though the boy was performing his expected role; and the girl was performing her expected role.

TABLE XXIII

RESPONSES FOR ROLE CONFLICT

(PICTURE X: SIBLING ROLES)

	Boys	Girls
Grade IV	Nil	Nil
Grade VI	Nil	Nil
Total	Nil	Nil

XI. OVERALL DISCUSSION OF ROLE CONFLICT AS SEEN BY THE SUBJECTS

Pictures one and two (see Appendix B) portrays a male in a supposedly female role. This set of pictures shows a cooking scene (an indoor activity) and a street cleaning scene (an outdoor activity). In the case of the former, the pupils perceived role conflict; because it seemed to the subjects, as though the man was intruding in the woman's likely domain, the kitchen. One gleans from the responses to the latter picture, that it is more appropriate for the man to perform the role than the woman. Although the activity appears to be sweeping or cleaning, there is the suggestion from the answers that when ever "heavy" work is to be done such work should be done by men, no matter if it is seems possible that a man or woman should perform such activities. One may conclude that cooking or "kitchen" work is still seen as "woman's" work; whereas outdoor activities are considered as being appropriate for men.

The second set of pictures Figures 3 and 4 (see Appendix B), casts the female in the apparent male role. One notices that conflict stems from the following three areas: (i) Conflict is perceived, if an activity is done by a woman in the outdoors (ii) there is the assumption that a woman lacks the knowledge, or perhaps ability to perform activities that are considered to be essentially male pursuits (iii) the comments recorded from picture 4 (see Appendix B, Figure 4)

suggest that role interchange is not accepted - a man's role is a man's role, and a woman's role is a woman's role.

Figures (pictures) 5 and 6 (see Appendix B - page) portrays the female parental role. Role conflict as seen in the pictures seem to arise from the following sources: (i) the son should not attempt to usurp the roles of the daughter (ii) it is preferable if the boy assists the father in the performance of his (father's) duties; although, he can assist his mother if she so requests.

The male parental role as shown in pictures 8 and 9 (see Appendix B) gave rise to the subjects perceiving role conflict, because of the following factors: (i) the male parent is expected to talk to, or counsel the son rather the daughter (ii) the common expectation is that the mother would talk to or counsel the daughter, and the father would talk to or counsel the son.

Figures (pictures) 9 and 10 show sibling roles (see Appendix B). Conflict seem to be due to the following, some of which have been already mentioned: (i) there seems to be the non-acceptance of role interchange (ii) there is the indication that the subjects were unable to agree with the idea, that a female can perform a supposedly male role. This reluctance, seem to stem from the fear that if a woman or girl perform certain male duties, she can hurt herself. Furthermore, it is assumed that the female lacks the knowledge, or is unable to perform the male role.

Apart from picture 10, (see Appendix B) role conflict

has been perceived in the remaining pictures. The amount of conflict perceived, has varied from 36.54% for the total responses to picture 6 (see Appendix B) to 100% for picture 9. These results raise the question of the appropriateness of this set of ten pictures for this group of Indian children.

XII. SUMMARY

In this chapter, there is a discussion of the results of the analysis, on a percentage basis of each picture. The analysis revealed, with the exception of one picture, that the roles depicted in the other pictures conflicted with the subject's perception of the particular roles. When the responses to the pictures were computed on a percentage basis, the results ranged from 36% to 100% for role conflict.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

I. SUMMARY

The purpose of the study was to find out what comments a group of Indian children (lower class according to the Blishen scale, 1961) made on a set of pictures which shows sex-roles. Previous research suggests that sex-role identification is influenced by culture.

Thus, this study attempted to answer the following questions:

(i) Does the Indian child (studied) perceive a conflict of roles in the set of pictures?

(ii) Would sex, grade level, and school influence the responses of the child to the set of pictures?

To answer these questions, an experimental investigation was designed. A sample of 52 children drawn from grades four and six were randomly selected. These children attended two provincial schools.

The experimental test instrument was a set of ten pictures portraying sex-roles. The pictures were divided into groups of two. Each group of two pictures depicted a particular sex-role.

The responses obtained from the subjects were tape-recorded. These responses were later typed in order to faci-

litate scoring. Responses were categorized as follows: (a) role agreement; (b) no-role agreement and (c) other responses. One point was awarded to a response that could be categorized as role agreement, or no-role agreement. Points were not awarded for responses which were categorized as other responses.

The data obtained from this source were statistically analyzed. The investigator used ANOVA 25 and OS/360 Fortran A programmes from the computing centre, Division of Educational Research Services, Faculty of Education, University of Alberta.

A chi-square procedure was used to test the first hypothesis, two way analysis of variance for the second hypothesis, and the tests of significance of proportions for the third hypothesis.

II. LIMITATIONS OF THE STUDY

The validity of the findings of this study may be limited in the following ways:

1. One cannot overlook the possibility that the role conflict perceived by the Indian children in this study, may be due to a "generation gap" between the author of the textbook and the children. The children may also have a particular type of family pattern which differs from that of the authors. There is also the possibility, that Indian children from other areas, whose family may differ from those of the subjects, may perceive pictures differently.

2. Pupils in this sample only represent children from the Sturgeon Lake (St. Stephen's Catholic School, Valleyview) and Hobbema (Ponoka Elementary School) reserves.
3. The study was confined to two integrated provincial schools. (Indian children at the elementary level, normally attend Federal Government schools).
4. While there is some support for the measurement used in the present study, the suitability of the stimulus materials, procedure in eliciting responses and the methods of scoring these responses, one should note that these findings must be accepted with caution, since the tools have been used for the first time.
5. The stimulus cues used in the study were chosen on the basis of being representative of pictures portraying sex-roles. These pictures represent only one segment of the pictures which could be used in a social studies programme.
6. No intelligence tests were administered. The investigator was merely interested in the type of responses elicited by the pupils, when they were exposed to pictorial stimuli.

III. FINDINGS AND CONCLUSIONS

It was found that there was no significant relationship between role conflict and school. In other words, pupil performance at Valleyview and Ponoka was not significantly different. Both schools are integrated provincial schools. Could

such an environment influence the performance of the pupils?

Although sex and grade level did not influence the amount of role conflict (no-role agreement) perceived in the pictures, it was found that when the responses of grade VI girls were computed on a percentage basis, the percentages obtained (for grade VI girls) were not consistent with the rest of the sample. This difference in performance was not statistically significant, but at the same time, one may still suggest the following hypotheses as possible sources of explanation.

(i) Freudian psychoanalytic theory suggests that these girls are bordering the latency-genital phase. Parsons [1955] notes that during this phase there is the tendency for one to adapt a more generalized sex-role.

(ii) Hartley and Hardesty [1964] note that some confusion exists among girls (around the age of twelve) in their identification of sex-roles.

(iii) Michaelis [1961] suggests that sex differences appear in children's interests. Boys show concern for mechanical things, boys games, and outdoor life, while girls tend to show culturally stimulated interests in home life, sewing, girls' games and other "things that girls do".

The above assumptions suggest the following conclusions:

(i) These girls may be following a general sequential development of sex identification regardless of cultural setting.

(ii) Sex-role development for the boys may be sensory motor and perceptual, whereas for the girls it may be conceptual.

(iii) The process of acculturation may be operating among the girls.

It was found that the proportion of pictures (the responses to each picture could be categorized as role conflict (no-role

agreement) or role agreement. Thus ten responses correspond to ten pictures. In other words, answers or responses were proportionate to the pictures) eliciting role conflict (no-role agreement) was significantly different (.05 level) from .5 (chance) for boys, girls, the two schools, as well as the total sample. These findings suggest that the sex-role interpretations which indicate role conflict (no-role agreement), were not due to chance.

IV. IMPLICATIONS

1. The study has shown that the Indian children examined, have a particular response to pictures showing sex-roles. It should be noted that responses given to the investigator from the children studied, concerning sex-roles, tend to show the following generalization about usual role behaviours:

 (i) Mother and daughter cook, father and son do not.

 (ii) Father and son work together, mother and daughter work together.

 (iii) Mother counsels, or talks with daughter, father counsels, or talks with sons.

 (iv) Mother's duties are indoors, she does not cut or rake the lawn. Father and his sons do all the outdoor chores.

Mead [1961] notes that there is a clear definition of roles in more traditional oriented societies. Such evidence is based on her study of seven South Sea cultures.

It therefore seems likely, that, if the social studies

programme is to deal with children's attitudes, and the way people and events are perceived, the teacher may have to assist children to discover many likenesses and differences between cultural groups when she deals with units based on the home and family. At the same time, the children may be helped to understand differences among families, due to size, composition, types of homes, and the roles of mothers, fathers, and children. Such understandings may reflect generalizations such as the following:

(i) Members of the family, share, help, and have responsibilities to one another.

(ii) Cultural interchange has resulted in many common ways of doing things and has improved ways of living.

(iii) People learn their ways of living through experiences with other people. We learn to work, play, and do many things in the home, school, and the community.

The children may be able to appreciate that what is natural to them, is queer to others, and vice versa.

2. Pictures portraying sex-roles can be shown to the class in order to initiate discussion, comments, and interpretation. Such an activity may be followed by a dramatic representation which may enable the child to identify himself with people in the community, and in other cultures. According to Michaelis [1961] the child with one background can play the role of the child from another background. Michaelis [1961] suggests that once the child grasps how others feels, he would be inclined to take a more positive attitude towards them.

3. The defining of male-female role may be of importance, if one considers the suggestions of Bieliauskas [1965]. He points out that the self concept "who am I", and sexual identification are both learned from the child's environment. Ferguson [1954] and MacArthur [1967, 1968] suggest that cultural influences prescribe what should be learned and at what age. It therefore seems likely that the elementary teacher may have to present pictures of community life which show sex-role activities which may be more in keeping with the child's environment. This undertaking may not only help the child to identify with the various activities, but also to develop his self-concept. The need for such activity may arise at the primary level, when attempts are being made to study the home, family, and other community activities. If pictures are to reinforce and extend one's experiences, it may be necessary for pictures of the larger society to be used as a basis for providing a comparison.
4. In this regard, it may be possible to show pictures which portray sex-roles in a setting which depict past community life, community life in transition (Indian persons fulfilling roles which are in keeping with those of the larger society, for example the social worker, male or female) and the community life of the larger society to lessen the shock of impact of the larger society, upon the subject's society.

5. Kirman [1970] notes that the failure to take into consideration the selection of pictures portraying family life, and the emerging role of black people in the United States caused difficulty for teachers of such "children", not only in social studies, but in other subject areas as well. Children did not seem to be able to relate themselves to the individuals pictured. Indeed, it was mentioned by Trubowitz [1968] that in such circumstances, "the need to use pictures of Negro children and adults cannot be over-emphasized. Ebony has become a 'must' subscription for schools in ghetto areas, for it provides a great fund of pictures which use Negroes as subjects".

6. Bryan [1967] in a study in North Carolina, involving a third grade class in an integrated school, which drew children from what is termed a "slum background", noted, that children asked why father wears a suit in the pictures. Bryan contends that the textbook illustrations showed middle class clothes. She observes that there were a few situations in any of the reading books which picture people related to her students.

7. Group work and cooperative work occupy an important part in social studies activities. It seems as though the differentiation of the male and female roles by the subjects may indicate that group or cooperative work inviting male and female roles may have to be organized carefully. There is the possibility that some children might work

better in sex-separated groups, rather than in sex-integrated groups. This however is merely speculative and would require additional research.

V. SUGGESTIONS FOR FURTHER INVESTIGATION

1. A small sample of children was used in this study. There is the possibility that if a larger sample were used, significant interactions between grade and sex, on the no-role agreement dimension might be observed.
2. The study was confined to children from the Hobbema and Sturgeon Lake reserves. Another study may consider children in other geographical locations. Attention may be focussed on the Indian child in an urban setting; the child who no longer resides on the reserve.
3. This study used subjects from two integrated schools. One does not know what results would be obtained if subjects were drawn from Indian Schools.
4. Terman and Merrill [1937] have reported that the reactions of immature and mature persons in viewing pictures vary, from enumeration at the simplest level to description at the second level, and finally interpretation at the highest level. Gates [1923] has shown that children vary greatly in their abilities to perceive facial expressions in pictures. He notes that there is a general improvement with increasing age. With these considerations in mind, it

would be interesting to note what reactions Indian children at the grades two and three level have to pictures. Miller [1958] noted that at the grade four level, chronological age was not an important factor in the identification of items in a picture.

5. It may be of interest, if another investigator can compare the reactions of white and Indian children of various socio-economic levels, and geographical regions, to selected pictures.

VI. CONCLUDING STATEMENT

This study has examined the reactions of selected Indian children to a set of ten pictures which show sex-roles. It has been suggested that further research may be necessary in order to determine what factors are responsible for the role conflict noted by the children.

There is reason to believe that pictures should be carefully chosen by the teacher, in order to portray adequately experiences which would emphasize, as well as extend the child's experiences.

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APPENDIX A

9916 - 87 Avenue,
Edmonton, Alberta,
November 4, 1968.

I am a graduate student in the Department of Elementary Education, University of Alberta. I am interested in studying the white and Indian children (including Metis) in your district to find out their reactions to a set of pictures which portray sex-roles. My field of specialization is social studies education.

The grades I propose to work with are grades four and six. I would be delighted if you would be kind enough to grant me the permission to carry out such a study in your district. Such a decision would depend on the number of white and Indian Children at the grades four and six level.

Thanking you for your kind co-operation.

Yours faithfully,

Maurice Walters.

APPENDIX B

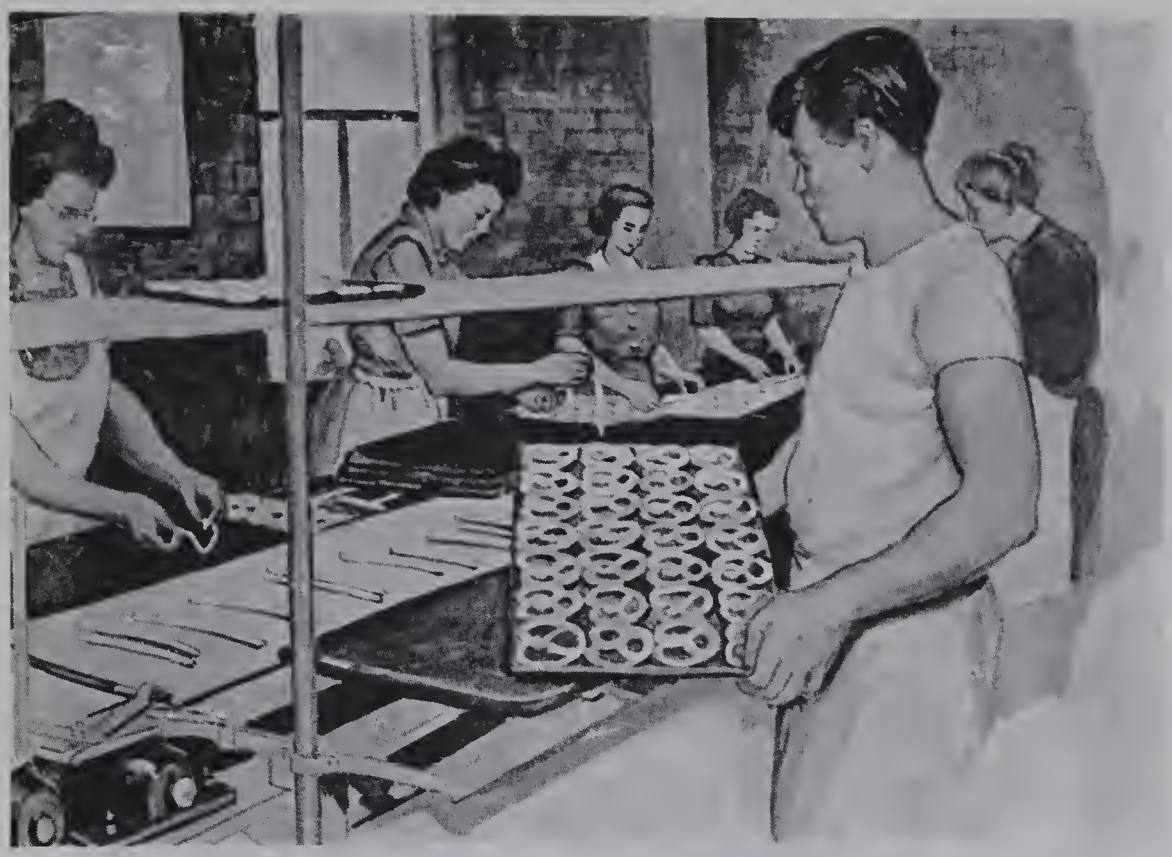


Figure 1



Figure 2







Figure 3

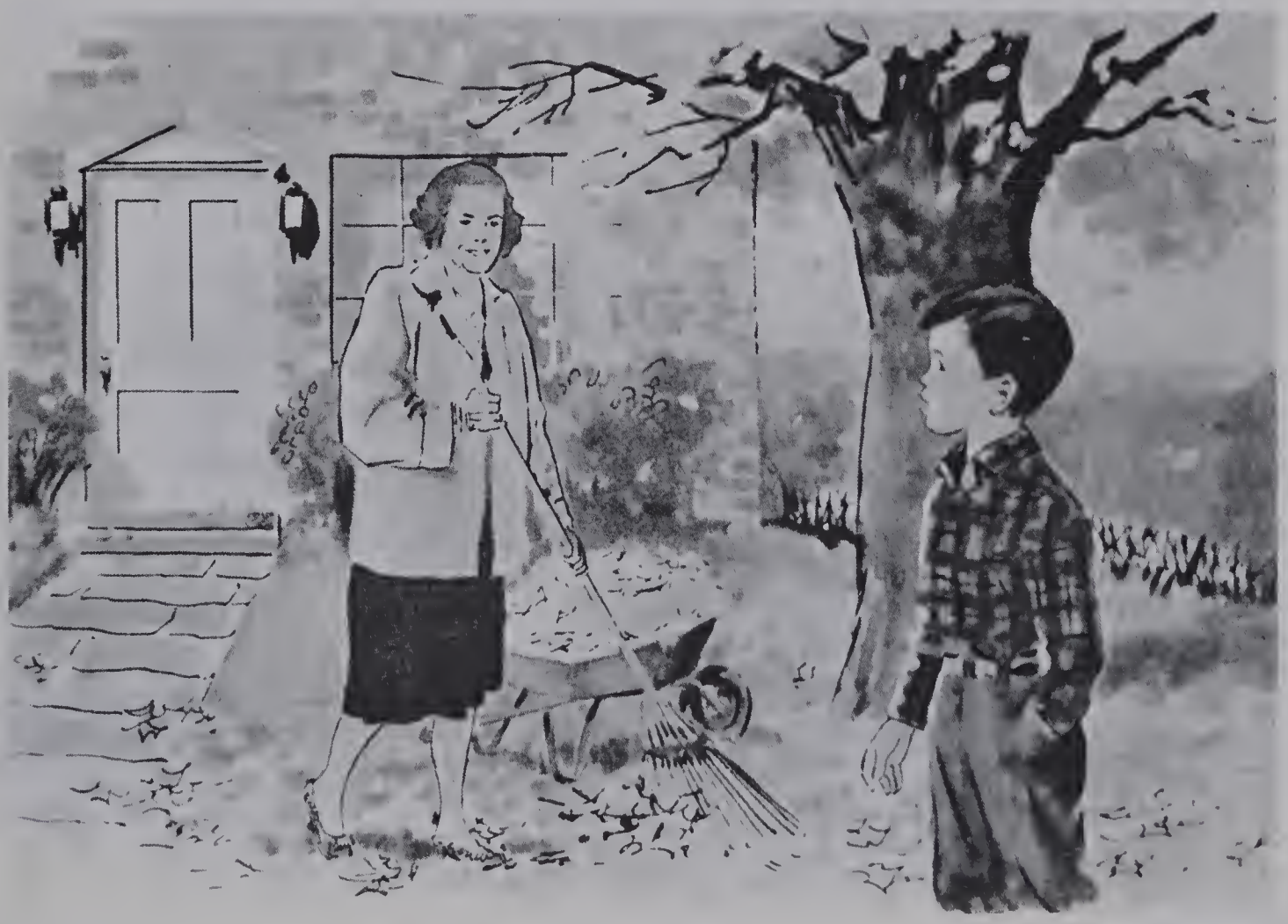


Figure 4





Figure 5



Figure 6





Figure 7



Figure 8



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